

# Indiana Department of Education

## 2011 Fine Arts Textbook Adoption Scoring Rubric

### EXPLORING MUSIC GRADE 6

*Exploring Music in Grade 6* is based on the Indiana Academic Standards for Music. Students are provided a balanced, comprehensive music curriculum that is developmentally appropriate in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

#### Exploring Music Grade 6 Checklist

##### Standard 1 – Performing Music: Signing alone and with others

*Students sing independently and in groups, applying good vocal technique and exploring the changing voice. They sing music of various styles and cultures appropriately and expressively. Students sing accompanied and unaccompanied in unison and parts, from memory, and using a musical score. They follow the directions of a conductor.*

- \_\_\_ 6.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.
- \_\_\_ 6.1.2 Explore the changing voice and expanding vocal range.
- \_\_\_ 6.1.3 Sing expressively with attention to dynamics, phrasing, and articulation.
- \_\_\_ 6.1.4 Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation of languages, and movement when appropriate.
- \_\_\_ 6.1.5 Sing unison and part songs, partner songs, rounds, and songs with ostinatos, a cappella and with varied accompaniment.
- \_\_\_ 6.1.6 Sing using a score and from memory, following the cues of a conductor.

##### Standard 2 – Performing Music: Playing an instrument alone and with others

*Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.*

- \_\_\_ 6.2.1 Play melodic, rhythmic, and harmonic patterns by rote and by reading.
- \_\_\_ 6.2.2 Play pitched and non-pitched classroom instruments using correct techniques for producing sound.
- \_\_\_ 6.2.3 Play I, IV, and V chord patterns independently or as part of an ensemble.
- \_\_\_ 6.2.4 Play melodies and accompaniments of various styles and cultures independently or in ensembles.
- \_\_\_ 6.2.5 Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics.
- \_\_\_ 6.2.6 Maintain an independent part on an instrument in a group while following the cues of a conductor.

**Standard 3 – Creating Music: Improvising melodies, variations, and accompaniments**

*Students improvise sung or instrumental responses, melodies, and accompaniments. They create accompaniments to literary pieces and follow a conductor's directions in improvising short musical compositions. They improvise movement in response to music.*

- \_\_\_ 6.3.1 Sing or play extended responses to teacher or student questions.
- \_\_\_ 6.3.2 Improvise rhythmic accompaniments to classroom or recorded songs.
- \_\_\_ 6.3.3 Improvise independently with voice or instruments to create a short piece as directed by a teacher or student conductor.
- \_\_\_ 6.3.4 Improvise appropriate rhythmic movement to accompany a song or instrumental piece.
- \_\_\_ 6.3.5 Use voices, instruments, or computer software to create appropriate sound effects as accompaniments to a poem or short story.

**Standard 4 – Creating Music: Composing and arranging music within specified guidelines**

*Students compose melodic and rhythmic patterns, make simple two-part arrangements, and create sound effects for literary pieces.*

- \_\_\_ 6.4.1 Compose short melodic and rhythmic patterns for voice or instruments within established guidelines.
- \_\_\_ 6.4.2 Create sound effects to accompany a reading or drama.
- \_\_\_ 6.4.3 Arrange a given short two-part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.

**Standard 5 – Responding to Music: Reading, notating, and interpreting music**

*Students read and notate music in the treble clef and play or sing melodies in various keys and meters. They use appropriate musical terminology relating to dynamics, tempo, articulation, and expression.*

- \_\_\_ 6.5.1 Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meters.
- \_\_\_ 6.5.2 Identify and notate rhythms and melodies from aural examples.
- \_\_\_ 6.5.3 Read and perform simple melodies in a variety of key signatures in the treble clef using solfège, note names, or numbers.
- \_\_\_ 6.5.4 Identify and apply musical terms for dynamics, tempo, articulation, and expression.
- \_\_\_ 6.5.5 Identify examples of non-standard notation.

**Standard 6 – Responding to Music: Listening to, analyzing, and describing music**

*Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They distinguish vocal and instrumental timbres.*

- \_\_\_ 6.6.1 Identify and describe musical elements such as rhythmic and melodic ideas, tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements might convey a particular emotion or mood.
- \_\_\_ 6.6.2 Identify musical forms in aural examples such as AB, ABA, theme and variations, and rondo.
- \_\_\_ 6.6.3 Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.

- \_\_\_ 6.6.4 Identify singers by vocal range and distinguish types of vocal ensembles
- \_\_\_ 6.6.5 Visually and aurally identify traditional string, wind, and percussion instruments, folk instruments, electronic instruments, and those from world cultures.

**Standard 7 – Responding to Music: Evaluating music and music performances**

*Students determine characteristics of effective musical compositions and performances and evaluate them based on collaboratively developed rubrics.*

- \_\_\_ 6.7.1 Define and discuss characteristics of a variety of effective musical works such as repetition and contrast and rhythmic and melodic interest. Identify these characteristics in music heard in the classroom or independently.
- \_\_\_ 6.7.2 Listen to and compare examples of a particular style or genre using basic music terminology.
- \_\_\_ 6.7.3 Identify characteristics of effective performance of various styles of music and create a rubric to evaluate specific examples.

**Standard 8 – Responding to Music: Understanding relationships between music, the other arts, and disciplines outside the arts**

*Students discover elements common to music and disciplines across the curriculum. They explore ways to enhance understanding of specific topics through interdisciplinary activities.*

- \_\_\_ 6.8.1 From a list of the elements of music, the elements of art (line, color, shape, value, texture, form, and space), and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), map correlations with dance, drama, and other curricular areas.
- \_\_\_ 6.8.2 Respond to specific writing prompts such as, “How is listening to music different than looking at art or reading a poem?”
- \_\_\_ 6.8.3 Identify music related to a contemporary event or topic such as Black History Month and explore interdisciplinary connections that involve music performance, dramatization, related art, reading, writing, and other potential activities.

**Standard 9 – Responding to Music: Understanding music in relation to history and culture**

*Students recognize and experience music that influenced cultural trends of the past as well as that of present day cultures. They examine their own musical experiences and identify career opportunities in music related to contemporary culture.*

- \_\_\_ 6.9.1 Investigate past and contemporary uses of music to influence societal change such as the political context of “Yankee Doodle,” or protest songs like “Blowin’ in the Wind” or “I Am Woman.”
- \_\_\_ 6.9.2 Listen to specific examples of program music related to historical events in Europe and the Americas such as Tchaikovsky’s “1812 Overture” and place them on a timeline.
- \_\_\_ 6.9.3 Identify performing artists from recent decades that influenced American culture, find examples of their songs, and discuss how specific songs reflected the culture at a particular time.
- \_\_\_ 6.9.4 Explore various musical styles and genres of Europe and the Americas and learn related dances including square dance, folk dance, traditional dance, and popular dance.

- \_\_\_ 6.9.5 Reflect on the way that music is a part of individual experience through activities such as responding to the writing prompt, "Write your own personal music history, beginning with the first music-making experience that you remember."
- \_\_\_ 6.9.6 Identify various career opportunities related to contemporary American music.